

Indiana's Response to Intervention (RtI)

Looking Through a Culturally Responsive Lens



Bethel College RTI Workshop

June 10, 2009

Alyson Luther

English Language Learning Specialist

Indiana Department of Education

aluther@doe.in.gov

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction and interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Family, community and school partnerships
- ❑ Cultural Responsivity

Integrated System for *Academic and Behavioral Supports*

Tier 3:

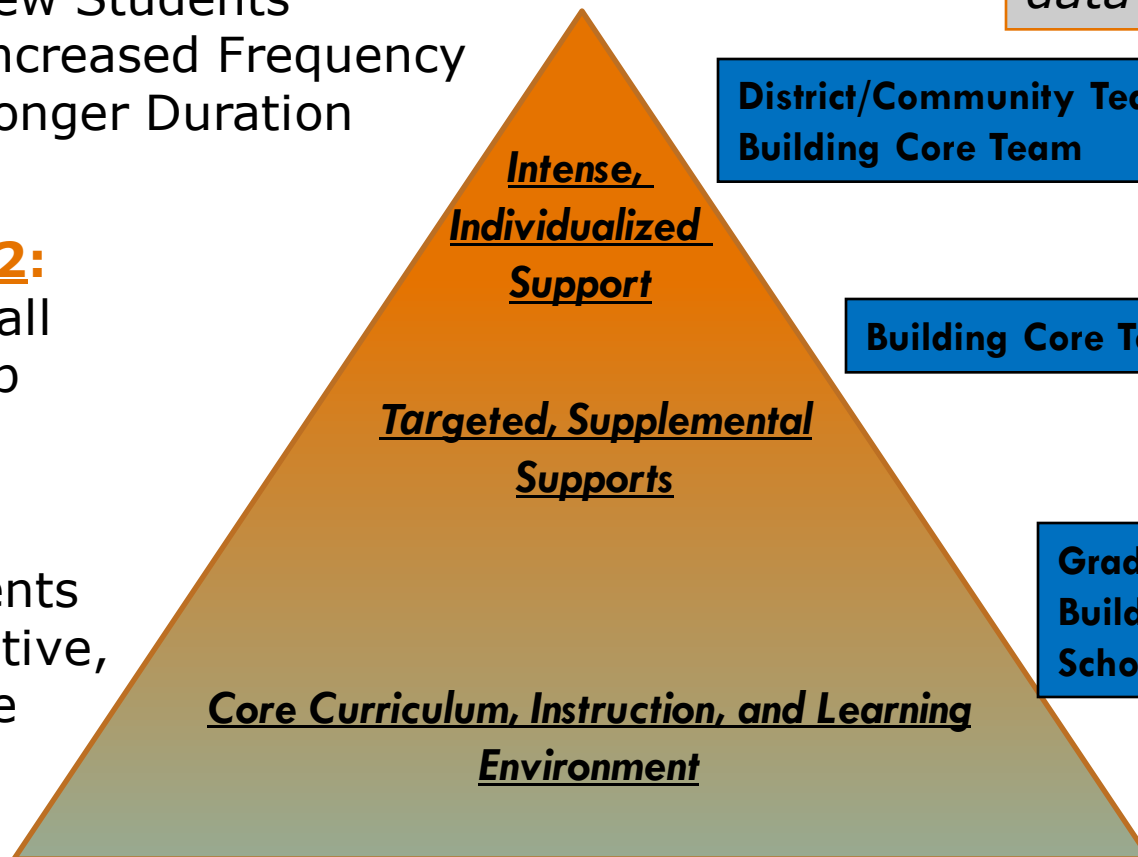
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



Services across tiers are fluid and data-driven

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting Cultural Competency to Indiana's Vision of RTI

- ▣ What does it mean to be culturally competent?
- ▣ How does culture effect education?
- ▣ Perceptions
- ▣ Strategies for culturally competent instruction
- ▣ Application of learning

Cultural Competency is...

- ❑ A developmental process
- ❑ Having the capacity to function effectively in cultural contexts that differ from your own

Cultural Competency Facilitates...

- ▣ The achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school

Leaving No Child Behind...

“The purpose of schooling –no matter how daunting that purpose may be –is to struggle with the tensions that will always exist around the twin goals of providing learning opportunities that are excellent and equitable for all, not some,”.

(Cochran-Smith, 2001, 93)

PL 221: The Cultural Competency Component of a School Improvement Plan

- ❑ (a) In developing a school's strategic and continuous school improvement and achievement plan under IC20-10.2-3, the school's committee shall **consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.**
- ❑ (b) The committee shall:
 - (1) identify **the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups** that are included in the **school's student population**;
 - (2) incorporate **culturally appropriate strategies** for increasing educational opportunities and educational performance for each group in the school's plan; and
 - (3) **recommend** areas in which additional **professional development** is necessary to **increase cultural competency** in the school's educational environment.

Equity in Education

A principle that guides policy and practice holding high expectations and providing appropriate resources so that all students can achieve at a rigorous standard.

Cultural Competency Permeates Every Aspect of Education:

- ❑ curriculum and instruction
- ❑ assessment
- ❑ data based decision making
- ❑ communication
- ❑ family and community engagement
- ❑ policy decisions

An Individual Can Identify with Many Groups

Nationality

Class

Religion

Race

Gender

Family

Education

Ethnicity

Geography

Ability

Profession

Sexual Orientation

We don't see things as they are.
We see them as we are.



Anais Nin

If we spoke a different language, we would
perceive a somewhat different world.

Ludwig Wittgenstein

Language? Country of Origin?



Language? Country of Origin?



Language? Country of Origin?



Language?
Country of Origin?



Language? Country of Origin?



Language? Country of Origin?

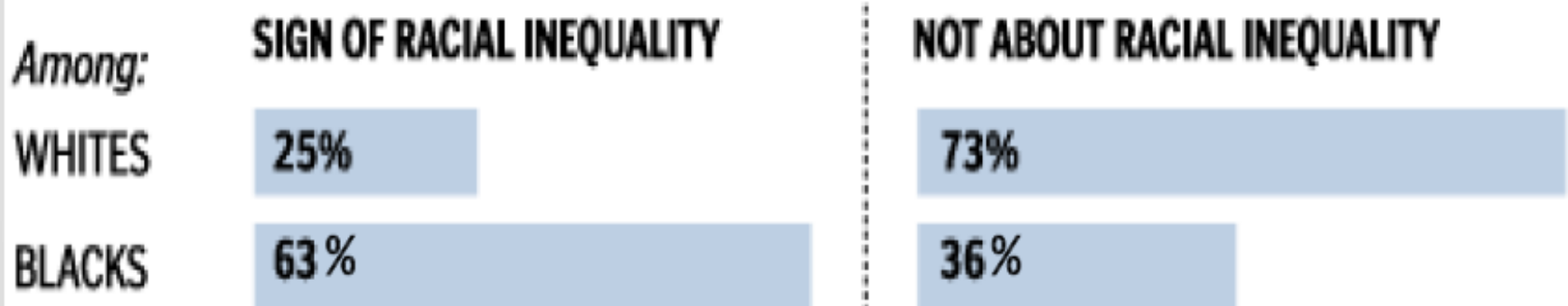


Language? Country of Origin?



Perspectives on Katrina: Washington Post/ABC News Poll, 9/13/05

Q: Overall, do you think problems with the hurricane relief effort are or are not an indication of racial inequality in this country?



No opinion not shown.

Becoming Culturally Competent

- Becoming culturally competent is a developmental process which includes engaging in conversations about race and equity, reflecting on one's own culture and beliefs, and gaining awareness of other cultures.

Check Point

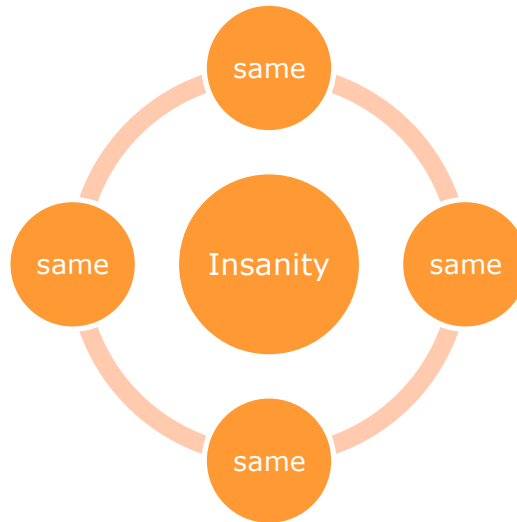


Rate your understanding of
Cultural Competency...

- 1: I still have no clue what you are talking about.
- 2: I understand the basics.
- 3: I can teach the rest of the session.

Maintaining the Status Quo

- ▣ R.D. Laing stated crazy is believing that you can continue to repeat the same actions and arrive at different results.



Instruction

Adapted From: ASCD Improving Achievement Research Panel

- ❑ Maintain high standards and expectations
- ❑ Incorporate the home culture
- ❑ Encourage active participation of parents or guardians
- ❑ Capitalize on students' backgrounds

Instruction

Adapted From: ASCD Improving Achievement Research Panel

- ▣ Use culturally relevant curriculum materials
- ▣ Identify and dispel stereotypes
- ▣ Create culturally compatible learning environments
- ▣ Use cooperative learning

Instruction

Adapted From: ASCD Improving Achievement Research Panel

- ▣ Capitalize on students' culture, language and experiences
- ▣ Respect community language norms
- ▣ Use thematic, interdisciplinary teaching

Instruction

- ❑ How do our practices in curriculum and instruction acknowledge students' differences as well as their similarities?
- ❑ How do we validate out students' cultural identity?
- ❑ In what ways to we encourage our students to think critically?

Approximately 90% of classroom teachers are white females.

- ▣ “I thought it was wrong to see color. Like the t-shirts-“Love sees no color”. As I’ve come to understand you’re missing a big part of a person if you refuse to see it” – elementary school teacher
- ▣ “When a teacher doesn’t see color do they also ignore discriminatory institutional practices such as disproportionality in suspension, graduation, achievement etc.....?”

Culturally responsive teachers not only know their students well, they use what they know about their students to give them access to learning.

Villegas & Lucas

Personal Connections

Gay, Villegas & Lucas

- ▣ Engage in reflective practice
- ▣ Explore personal and family histories
- ▣ Acknowledge membership in different groups
- ▣ Learn about the history and experiences of diverse groups
- ▣ Visit students' families and communities
- ▣ Visit or read about successful teachers in diverse settings
- ▣ Participate in reforming the institution

Cultural Competency in Practice:

Evidence-Based Core Curriculum, Instruction and Interventions/Extensions

- ▣ Collaborative groupings are utilized in various ways
- ▣ Textbooks and activities are culturally supportive of students
- ▣ Respect for diversity is actively taught
- ▣ Students learn to set their own goals

In what other ways can we ensure cultural competency in this area?

Cultural Competency in Practice: Assessment and Progress Monitoring

- ▣ How do we assess students' achievement and ability validly?
- ▣ How do we assess our instruction, curriculum and interventions to be sure they are working for all students?

Cultural Competency in Practice: Data

- ▣ Data is an integral part of the process when a school is willing to ask itself about the expectations it holds for children and about culture and power it begins to bring accountability for equity inside.

Cultural Competency in Practice: Data-Based Decision Making

- ▣ Do we disaggregate all of our data?
- ▣ Do we analyze our data with cultural lenses?
- ▣ Have we really dug into the data?
- ▣ Whose hypothesis do we bring to the table when we make decisions based on data?

Cultural Competency in Practice: Data-Based Decision Making

- ▣ Data is in an accessible form, disaggregated, accurate and current
- ▣ Data is a tool that is used to tell a story about our students, our practices and how we can achieve success

How will we know if the hypothesis we develop concerning our data is culturally competent?

Cultural Competency in Practice: Leadership

- ▣ It is by questioning assumptions that a leader is able to influence change. Leadership that is willing to examine their own beliefs, and empower those they work with to do the same, is essential to the process of creating equitable change.
- ▣ Who is at the table?
- ▣ Who is NOT at the table?

Cultural Competency in Practice: Leadership

- ▣ Diverse voices are brought to the table through diverse means:
- ▣ Focus groups
- ▣ Surveys
- ▣ Phone calls
- ▣ Meetings held in different locations and at different times.

How else can we assure
cultural competency in leadership?

Sustainability

Addressing issues of equity is more likely to be ongoing...

- ❑ When it is viewed as an effort that benefits all children.
- ❑ When incorporated into the district's overall plans for school improvement and other initiatives.
- ❑ When the community is involved.

Cultural Competency in Practice: Family, Community & School Partnerships

- ❑ What are our expectations for partnering with families and the community?
- ❑ How did we arrive at these expectations?
- ❑ What do we know about our families, their community, and the community in which our school is located?
- ❑ In what ways do we differentiate the communication?

Creating Change

“The world changes according to the way people see it, and if you can alter, even by a millimeter, the way people look at reality, then you can change the world.”

- James Baldwin

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- ❑ What does it mean to be culturally competent?
- ❑ How does culture effect education?
- ❑ How do your perceptions effect teaching and learning
- ❑ How will you apply today's information in your teaching?